

ST DAY AND CARHARRACK COMMUNITY SCHOOL - Geography – PROGRESSION MAP



THRESHOLD CONCEPTS	Year 1 Local focus: St Day and Truro	Year 2 With a focus on Local studies compared to the Gambia (not-European country)	Year 3 With a focus on Cornwall (rivers tsunamis) and South America (settlements)	Year 4 European country (Denmark, Germany, Netherlands) Italy and Greece	Year 5 Settlements, South America (Chile) and Cornwall	Year 6 Africa (Nile) The Jurassic Coast compared + contrasted with The Skeleton Coast – Africa + Amazon rainforest	End of Key Stage 2 Expectation
Vocabulary	Country, Capital City, England, Sea, ocean, map, continent, Human/Physical features, north, south, Cornwall, United Kingdom, land, river, town, shops, area, atlas, location, right, left, forwards, backwards, near, far	Continent, Oceans, Atlantic, Pacific, Indian, Arctic, Europe, Africa, Asia, North America, South America, Europe, Antarctica, Australia, compass, north, south, east, west, compass, points, capital city, weather, natural disaster, mountain, factory, mine	Landscapes, plains, terrains, region, vegetation, climate, semi-desert, tributaries, basin, marsh, land, delta, estuary, main channel, source, river mouth, downstream, upstream, transportation, stream, channel, bank	Locally produced, globalised, producer, agriculture, crops, husbandry, food miles, farm, mixed farm, environmental impact	Boroughs, population, growth, ghettos, outskirts, metropolitan, urbanization, employment, city, poverty, city extension, manufacturing, factory, water, distribution, labour, inner city, suburbs, rural	Equatorial, emergent layer, tropical, canopy, understudy, land-locked, greenhouse effect, sanctuary, preservation, erosion, amenities, flora, fauna	
Local Knowledge	<ul style="list-style-type: none"> Name and locate the 4 countries of the UK and their Capital Cities Locate and name the Seas that surround the UK Know and identify on a map the four countries that make up the United Kingdom (England, Wales, Scotland and Northern Ireland). Know the corresponding capitals for the countries above and identify on a map (London, Cardiff, Edinburgh and Belfast). Know and identify (on a map) the surrounding seas of the United Kingdom (North Sea, Atlantic Ocean, English Channel and Irish Sea). 	<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Know and identify on a map the seven continents (Europe, Asia, Africa, North America, South America, Australasia and Antarctica). Know and identify on a map the five oceans (Atlantic, Pacific, Indian, Arctic and Southern). 	<ul style="list-style-type: none"> Locate and the United Kingdom within Europe Locate and name countries and cities of the United Kingdom, geographical regions and identify the human and physical characteristics, key topographical features, of cities including London and three others that include a coastline, a river and hills. 	<ul style="list-style-type: none"> Locate a range of countries and capital cities in Europe and North and South America, Asia and Africa, using a range of geographical sources such as maps, atlases and globes. Locate the physical/human features of countries identified Locate the six different climate regions on a world map Detect the position and impact of the Arctic and Antarctic Circle 	<ul style="list-style-type: none"> Recognise the position and Implication of latitude and longitude on the time zones around the world Identify the position and impact of the equator on South America Locate the position and impact of the Northern and Southern Hemisphere on human geography 	<ul style="list-style-type: none"> A comparative study of regions in-between the North and South Hemispheres (The Jurassic Coast UK compared to the Skeleton Coast, Namibia, Africa) Locate the position and impact of the Prime Meridian and the Tropics of Cancer and Capricorn 	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North/South America, concentrating on their environmental regions, key physical/human characteristics, countries, and major cities Name/locate counties/cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; understanding how some of these aspects have changed over time Identify the position and significance of latitude/longitude, Equator, Northern/Southern Hemisphere, the Tropics of Cancer/Capricorn, Arctic/Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place Knowledge	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography in the local community 	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Cornwall), contrasting to Africa (Gambia)To a contrasting non-European country Use basic geographical vocabulary to refer to human and physical features 	<ul style="list-style-type: none"> Describe how land use has changed over time and the impact of this Compare and identify land use patterns within identified cities. 	<ul style="list-style-type: none"> Understand the geographical similarities and differences through studying the human and physical geography of the United Kingdom and two contrasting countries Italy and European. 	<ul style="list-style-type: none"> Understand the geographical similarities and differences through studying the human and physical geography of the United Kingdom and South America. 	<ul style="list-style-type: none"> Understand geographical similarities and differences through locational comparative study 	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
Human and Physical Geography	<p>Identify seasonal and daily weather patterns in the UK Locate areas and countries which are hot and cold around the world (in relation to the equator and north and south poles)</p> <ul style="list-style-type: none"> Use geographical vocabulary to refer to key human features. e.g. hospital, supermarket, station, shop Know and order the seasons of the year (Spring, Summer, Autumn and Winter). Know weather-specific vocabulary and link words to the correct seasons (rain, snow, sun, fog, cloud(y), hail, thunder, lightning and wind). Know the location of hot and cold areas of the world in relation to the equator and Poles. Know that the North and South Poles are deserts. 	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Know how to use aerial photographs (including Google Earth) to identify key landmarks- both physical and human (e.g. over Cornwall –Eden project, Tamar Bridge, Lands End, Minack theatre). Compare and contrast the key physical/human features of two areas. Understand the significance of the equator on the worlds climate, including the North and South Pole – identify Record/compare seasonal changes and daily weather patterns in the UK 	<p>Explain and identify key aspects of rivers, including the formation, features of a river, impact of a river, impact of human geography and sustainability</p>	<ul style="list-style-type: none"> Explain and understand key features of a natural disaster Contemplate the significance of physical geography and its impact on climate zones, biomes, and vegetation belts including tundra, desert, tropical rainforest, savannah, temperate forest, grassland and taiga Consider how physical geography impacts on land use, trade links, economic activity and types of settlement 	<ul style="list-style-type: none"> Explain and comprehend key aspects of the water cycle and the impact on human geography through distribution of natural resources and natural disasters 	<ul style="list-style-type: none"> Consider the impact and possible future if things remain unchanged Create solutions for a preferred future Hold an in depth study in order to understand the significance of the human activity on physical geography Identify how physical geography impacts on the distribution of other natural resources for instance, oil, coal, food and minerals 	<ul style="list-style-type: none"> Describe key aspects of: <u>physical geography</u>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <u>human geography</u>, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> Understand that a map can tell you where to go Use simple fieldwork and observational skills to study geography of their school and its grounds and the key human and physical features of the surrounding area. Use world maps, atlases and globes to identify the UK and its countries Know that we use an atlas, globe and a map 	<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans of the world Use simple compass directions (North, South, East and West) and locational and directional language [near/far; left/right], to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and 	<ul style="list-style-type: none"> Use the eight points of a compass to define the locational knowledge of the UK and the wider world Use maps, globes and atlases to locate countries and features studied 	<p>Use maps, globes, atlases to locate countries and describe features studied</p> <p>Use four figure grid reference to describe the locational knowledge of the UK and the wider world</p>	<p>Use maps, atlases and globes to locate countries and describe and compare features studied</p> <p>Use six figure grid reference to build locational knowledge of the UK and the wider world</p> <p>Conduct fieldwork to observe, measure and record the human and physical features in the local area using a range of methods such as sketch maps, graphs and plans</p>	<p>Conduct field work to observe, measure, record and present the human and physical features using digital technologies</p> <p>Use maps, digital maps, atlases and globes to locate countries and describe and compare features studied</p>	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and

	<p>to find out information about countries.</p> <ul style="list-style-type: none">• Know, from undertaking fieldwork, that information can be gathered about our local area by observing the traffic in a survey for example	<p>basic human/physical features; devise a simple map; and use and construct basic symbols in a key</p> <ul style="list-style-type: none">• Use simple fieldwork and observational skills to study the geography of the school and grounds including the key human/physical features of the surrounding environment.					<p>physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
<p>Geography Enquiry</p>	<ul style="list-style-type: none">• Children explain where they live• Explain what you like and don't like in the local environment• Ask questions – examine and enquire• Develop empathy towards a geographical event/issue explaining the importance of people and place	<ul style="list-style-type: none">• Using geographical terminology label a diagram or photograph• Using a local map identify key features in the environment• Make comparisons between places, people and explain reasoning• 	<ul style="list-style-type: none">• Use geographical terminology independently to describe and compare localities• Know that some localities have similar characteristics• Compare two maps identifying the purpose of each. Use them.• Draw on prior knowledge to make links and answer geographical questions	<ul style="list-style-type: none">• Refer to human and physical features of a locality and describe the change over time• Determine how a locality could be changed and improved• Identify different views around geographical issue and state own views• Ask questions, be curious and anise a range of evidence to explain findings based on geographical source	<ul style="list-style-type: none">• Identify the links between human and physical geography• Make links between their geographical location and other localities (local, national, global) with reference to human and physical and economical features• Describe views in relation to environmental change and geographical issues and compare these with views of others• Pose a geographical hypothesis using various sources to draw a conclusion• Rank geographical information in order of importance. Justify viewpoints and adapt thinking as new geographical information arises• Evaluate geographical information and draw a conclusion	<ul style="list-style-type: none">• Describe links between human and physical geographical processes and how these affect our future• Describe a range of geographical processes and the effects on people and places• Input geographical findings (e.g. tally, table, graph) from careful measurements (e.g. rainfall, temperature, sea level, population)• Research to be presented in: report formats, leaflets, drama, art or multi-media. Must be self-selected.• Collect statistics about people and places from fieldwork analysing data/research looking for trends• Decipher other peoples points of view for change, analysing their viewpoints	<ul style="list-style-type: none">•